

Language Learning Strategies used by Year 4 ESL Primary School Pupils

¹Jane Anthony Pragasam, ²Jennifer Sukor @ John, ³Lynne Collin, ¹Mardhiah Musa, ¹Afeeq Busyra Muhamadul Bakir, ¹Harwati Hashim

¹Faculty of Education, Universiti Kebangsaan Malaysia, ²General Studies Department, Polytechnic Mukah, ³General Studies Unit, Sibul Community College

Email: harwati@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARBS/v12-i6/13969> DOI:10.6007/IJARBS/v12-i6/13969

Published Date: 05 June 2022

Abstract

Second-language learners in Malaysia are exposed to a range of teaching approaches. Some researchers agreed that young learners seem to employ cognitive, social, and compensation more frequently as their language learning strategies. Therefore, this research was conducted among 30 Year 4 primary school pupils from two primary schools in Negeri Sembilan and Pahang, Malaysia. A set of questionnaires was used to solve concerns about pupils' language learning strategies, specifically focusing on cognitive, social and compensation learning strategies. The findings showed that the pupils' most frequent language learning strategy was the social language learning strategy compared to the cognitive and compensation learning strategy. Thus, these findings help primary school language teachers as a useful reference for the teaching and learning techniques and ensure the strategies used suit learners' language learning strategies.

Keywords: Language Learning Strategies, English as a Second Language (ESL), Cognitive, Compensation, Social.

Introduction

The Malaysian Education Blueprint (2013-2025) includes 11 adjustments that must be executed in order for the goals to be met. One of the objectives is to ensure that the students are fluent in English (Jala, 2014). This is being done to secure the country's future growth and address an issue affecting Malaysian students, who are believed to be unable to acquire sufficient English literacy despite having studied the language for 11 years in school. Language learners in Malaysia are exposed to a range of learning strategies. The language learning process guides students in strengthening their language abilities and enabling them to reflect on their learning styles. Thus, it is also crucial for instructors to choose the most appropriate language learning strategy for each student.

The importance of language learners to be cognizant of their preference for language learning strategies significantly improves their learning processes (Cohen & Henry, 2019). Additionally, recognizing learners' learning preferences promotes motivation towards learning. According to Pawlak (2021), drawing attention to specific language learning strategies in a teaching context significantly motivates pupils. Numerous research on strategies for language learning were conducted as the increasing importance of language learning emphasises the importance of understanding language learning strategies (LLS). The reason is mainly that LLS aids language learners in their language development. According to Rubin (1987), as cited in Adan & Hashim (2021), one of the pioneers in language learning and teaching (LLS) posited that specific strategies could differentiate between successful and unsuccessful learners. Oxford (1990) then discusses and develops LLS studies broadly.

Much research on LLS has been descriptive, with researchers attempting to discover what learners of various languages report learning strategies. In addition, various studies have focused on LLS usage and aimed to identify language learners' most frequently used strategies (Chanderan & Hashim, 2022; Santihastuti & Wahjuningsih, 2019; Zakaria et al., 2018; Fathiyah et al., 2020). Oxford (1990) classified LLS into two broad categories: direct and indirect. Direct strategies are specific efforts made by students, including language usage (memory, cognitive, and compensation). In contrast, indirect strategies support language learning without the use of direct language (metacognitive, affective, and social).

Learners seem to employ more frequently cognitive, social, and compensation (Fathiah et al., 2020), metacognitive, cognitive, and compensation strategies (Charoento, 2016; Alhaysony, 2017; Dawadi, 2017), and cognitive and compensation strategies (Platsidou and Kantaridou, 2014; Pfenninger and Singleton, 2017). However, Chamot in Habok and Magyar (2018) pointed out that students in different cultural contexts reported different strategy preferences. Therefore, researchers decided to choose two direct strategies that are frequently used: cognitive and compensation, and one indirect strategy, which is a social strategy. Thus, this study aims to investigate learners' preferences in using these three strategies in learning the English language.

Research Questions

Consequently, this research was conducted to answer the following research questions:

1. To what extent do Year 4 ESL primary school pupils use cognitive language learning strategy in their language learning process?
2. To what extent do Year 4 ESL primary school pupils use compensation language learning strategy in their language learning process?
3. To what extent do Year 4 ESL primary school pupils use social language learning strategy in their language learning process?

Literature Review

Language Learning Strategies

LLS have been critical in acquiring second language learning. LLS has made significant contributions to promoting and assisting language acquisition for ESL students. As a result, many different types of studies on LLS have been published and flourished since the notion of cognitive revolution was introduced in the 1970s, and several studies have demonstrated an associated link between LLS, language learning, and academic accomplishment (Oflaz,

2017; Abadikhah et al., 2018; Ozturk & Cakiroglu, 2021). A few studies have also suggested that learning strategies can assist pupils in improving their accomplishment in language skills, according to the researchers (Atmowardoyo et al., 2021; John et al., 2021).

LLS have been widely defined in many different ways because they have become a focus of research in second language acquisition. Rigney (1978) defines LLS as the exact processes or actions the learner makes to assist acquisition, retention, retrieval, and performance. Wenden (1987) defines LLS in language acquisition behaviours, cognitive theory, and affective characteristics. Richard and Platt (1992) opined that LLS is intentional behaviour that helps learners grasp, learn, and recall new knowledge. According to Oxford (1990) in Adan & Hashim (2021), utilising LLS makes learning easier, faster, more pleasant, self-directed, successful, and transferable to other settings. Creating self-directed learners is one of the most critical criteria for LLS. Thus, LLS can be characterised as deliberate and intentional behaviours employed to overcome specific types of learning problems, which vary according to the nature of the problem.

Classification of Language Learning Strategies

Numerous studies have categorised language learning processes into two distinct categories: direct and indirect strategies. Adan & Hashim (2021) stated that communicative and social strategies were the two key learning strategy categories for language knowledge limitation. Students' learning strategies directly influence the development of language systems. Dawi & Hashim (2022) emphasised that language learning strategies contribute to catalysing the mastery of language acquisition. According to a similar argument by Chamot and Kupper (1989), there are three types of LLS: metacognitive strategies, cognitive strategies, and socio-affective strategies.

However, as Oxford (1990) described, the Oxford Taxonomy can be subdivided into two key taxonomies, known as direct and indirect strategies. These strategies are further segmented into six sub-classes, which are listed below. Memory, cognition, and compensatory strategies were included in the direct strategies. On the other hand, the indirect strategies included metacognition, affective, and social strategies. Recently, Oxford revisited her strategy categories and developed a model with four different strategy categories: cognitive, affective, and sociocultural-interactive, and master category of meta strategies. Meta strategies comprise metacognitive, meta-affective, and meta-sociocultural-interactive strategies (Griffith and Oxford, 2014; Oxford, 2017).

According to Griffiths and Oxford (2017), memory techniques are a strategy, and executive function necessitates acquiring new knowledge. Cognitive refers to a particular method of producing language that is restricted and involves more direct manipulation of the language learning process. Compensation strategies are used to alleviate knowledge gaps, bridge interactions in the target language, and improve strategic competency. Metacognitive strategies assist learners in controlling learning issues in language processing and communication. Affective strategy is connected with learning traits, motivation, or self-confidence. Finally, social strategy interacts with communication created for the target language and understanding the meaning while communicating the target language.

Methodology

This study employed a quantitative survey research method. It aimed to identify pupils' language learning strategies, specifically focusing on social and cognitive learning strategies among Year 4 ESL pupils. A questionnaire was employed to collect data which later was analysed to answer the research questions based on a set of structured questions designed to find out the students' most used language learning strategies. The instrument was adapted from Oxford (1990), and 26 items related to the pupils' social and cognitive language learning strategies were selected. The questionnaire was constructed using a Likert scale with a 5-point scale agreement based on the Strategy Inventory for Language Learning Version 7.0. A panel of experts verified the validity of the questionnaire. The overall reliability of the questionnaire based on the Cronbach Alpha score was 0.965.

Research Participants

This study employed convenient sampling, which included 30 primary school ESL pupils from two suburban primary schools located in Negeri Sembilan and Pahang, respectively. The participants were ten boys and twenty girls at the age of ten. All the participants in this study were volunteers recruited willingly by their teachers and selected randomly using the convenient sampling method. These participants were selected through observations during the teaching and learning session. It was found that their awareness of utilising language learning strategies in learning English was quite substantial in improving the teaching and learning process. Hence, this research was conducted to identify the language learning strategy that was most applicable for pupils of this specific age group.

Data Collection and Analysis

Selected respondents were informed regarding the instrument distribution method and briefed on the purpose of this study. Respondents were informed that their participation was voluntary, and confidentiality was assured. The respondents' parents filled in a written consent using an online form as part of their agreement for their child's participation. After data collection, collected data are computerised into Statistical Package for the Social Sciences (SPSS) software (version 21.0) and analysed using descriptive statistics of mean, standard deviation, percentage and frequency to determine whether the objectives of the study were achieved.

Descriptive Statistics

Table 1

Descriptive analysis of survey questions

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Q1	30	1.00	5.00	3.3000	.91539
Q2	30	1.00	5.00	3.0000	1.48556
Q3	30	1.00	5.00	3.8333	1.28877
Q4	30	1.00	5.00	3.7333	1.25762
Q5	30	1.00	5.00	2.9000	1.51658
Q6	30	1.00	5.00	3.9000	1.37339
Q7	30	1.00	5.00	3.4667	1.19578
Q8	30	1.00	5.00	3.0333	1.49674
Q9	30	1.00	5.00	3.7000	1.29055
Q10	30	1.00	5.00	3.3667	1.24522
Q11	30	1.00	5.00	3.3667	1.29943
Q12	30	2.00	5.00	3.2333	1.16511
Q13	30	1.00	5.00	3.5000	1.19626
Q14	30	1.00	5.00	2.9000	1.26899
Q15	30	1.00	5.00	3.6667	1.15470
Q16	30	1.00	5.00	3.1667	1.14721
Q17	30	1.00	5.00	2.6333	1.32570
Q18	30	1.00	5.00	3.8000	1.15669
Q19	30	1.00	5.00	2.6667	1.37297
Q20	30	1.00	5.00	2.8333	1.34121
Q21	30	1.00	5.00	3.5667	1.35655
Q22	30	1.00	5.00	3.2667	1.33735
Q23	30	1.00	5.00	3.4000	1.22051
Q24	30	1.00	5.00	3.3667	1.47352
Q25	30	1.00	5.00	3.3667	.96431
Q26	30	1.00	5.00	3.0333	1.56433
Valid N (listwise)	30				

The descriptive analysis in the table above shows the mean and standard deviation of every item added to the questionnaire. The mean and standard deviation values showed that the data have been less deviated from each other and no outliers have been found. The research data is valid since no outliers indicate that other variables have not influenced the research participants during the data collection process.

Findings and Discussion

Research Question 1: To what extent do Year 4 ESL primary school pupils use cognitive language learning strategy in their language learning process?

Part A (Cognitive language learning strategy)

Table 3

Part A Analysis

Valid	Never or almost not true	Generally not true of me	Somewhat true	Generally true	Always or almost true	Total
Q1: I say or write new English words several times						
Frequency	1	2	18	5	4	30
Percent	3.3	6.7	60.0	16.7	13.3	100.0
Valid Percent	3.3	6.7	60.0	16.7	13.3	100.0
Cumulative Percent	3.3	10.0	70.0	86.7	100.0	
Q2: I try to talk like native English speakers						
Frequency	8	3	5	9	5	30
Percent	26.7	10.0	16.7	30.0	16.7	100.0
Valid Percent	26.7	10.0	16.7	30.0	16.7	100.0
Cumulative Percent	26.7	36.7	53.3	83.3	100.0	
Q3: I practise the sounds of English						
Frequency	2	3	6	6	13	30
Percent	6.7	10.0	20.0	20.0	43.3	100.0
Valid Percent	6.7	10.0	20.0	20.0	43.3	100.0
Cumulative Percent	6.7	16.7	36.7	56.7	100.0	
Q4: I use the English words I know in different ways						
Frequency	1	6	4	8	11	30
Percent	3.3	20.0	13.3	26.7	36.7	100.0
Valid Percent	3.3	20.0	13.3	26.7	36.7	100.0
Cumulative Percent	3.3	23.3	36.7	63.3	100.0	
Q5: I start conversations in English						
Frequency	8	4	8	3	7	30
Percent	26.7	13.3	26.7	10.0	23.3	100.0
Valid Percent	26.7	13.3	26.7	10.0	23.3	100.0
Cumulative Percent	26.7	40.0	66.7	76.7	100.0	
Q6: I watch English language TV shows spoken in English or go to movies spoken in English						
Frequency	3	2	5	5	15	30
Percent	10.0	6.7	16.7	16.7	50.0	100.0
Valid Percent	10.0	6.7	16.7	16.7	50.0	100.0
Cumulative Percent	10.0	16.7	33.3	50.0	100.0	

Q7: I read for pleasure in English						
Frequency	2	5	6	11	6	30
Percent	6.7	16.7	20.0	36.7	20.0	100.0
Valid Percent	6.7	16.7	20.0	36.7	20.0	100.0
Cumulative Percent	6.7	23.3	43.3	80.0	100.0	
Q8: I write notes, messages, letters, or reports in English						
Frequency	5	8	7	1	9	30
Percent	16.7	26.7	23.3	3.3	30.0	100.0
Valid Percent	16.7	26.7	23.3	3.3	30.0	100.0
Cumulative Percent	16.7	43.3	66.7	70.0	100.0	
Q9: I first skim an English passage (read over the passage quickly) then go back and read carefully						
Frequency	2	4	6	7	11	30
Percent	6.7	13.3	20.0	23.3	36.7	100.0
Valid Percent	6.7	13.3	20.0	23.3	36.7	100.0
Cumulative Percent	6.7	20.0	40.0	63.3	100.0	
Q10: I look for words in my own language that are similar to new words in English						
Frequency	2	6	8	7	7	30
Percent	6.7	20.0	26.7	23.3	23.3	100.0
Valid Percent	6.7	20.0	26.7	23.3	23.3	100.0
Cumulative Percent	6.7	26.7	53.3	76.7	100.0	
Q11: I try to find patterns in English						
Frequency	3	3	13	2	9	30
Percent	10.0	10.0	43.3	6.7	30.0	100.0
Valid Percent	10.0	10.0	43.3	6.7	30.0	100.0
Cumulative Percent	10.0	20.0	63.3	70.0	100.0	
Q12: I find the meaning of any English word by dividing it into parts that I understand						
Frequency	0	12	4	9	5	30
Percent	0	40.0	13.3	30.0	16.7	100.0
Valid Percent	0	40.0	13.3	30.0	16.7	100.0
Cumulative Percent	0	40.0	53.3	83.3	100	
Q13: I try not to translate word-for-word						
Frequency	2	3	11	6	8	30
Percent	6.7	10.0	36.7	20.0	26.7	100.0
Valid Percent	6.7	10.0	36.7	20.0	26.7	100.0
Cumulative Percent	6.7	16.7	53.3	73.3	100.0	
Q14: I make summaries of information that I hear or read in English						
Frequency	4	8	10	3	5	30

Percent	13.3	26.7	33.3	10.0	16.7	100.0
Valid Percent	13.3	26.7	33.3	10.0	16.7	100.0
Cumulative Percent	13.3	40.0	73.3	83.3	100.0	

The questionnaire consists of 26 questions divided into three sections (Part A, Part B and Part C) The questionnaire employs a five-point Likert scale. Part A requires participants to answer 14 questions. In Part A, participants mostly gave answers ranging from somewhat true, generally true, and always or almost always true to almost all of the questions. For Q2 (“I try to talk like a native English speaker”), however, 8 (26.7%) participants answered that it was never or almost not true. The results indicated that participants never intended to speak in English as if they were native English speakers.

For Q12 (“I find the meaning of any English word by dividing it into parts that I understand”), 12 (40%) respondents answered "generally not true of me," indicating that they do not find the meaning of any English word by breaking it down into parts that they do not understand. This also remains true for Q5 (“I start conversations in English”), 8 (26.7%) participants said never or almost not true, which suggests that participants do not begin their conversations in English. Participants have to think before they begin a conversation in English, formulating sentences which imply that participants practise cognitive learning strategies in ways that encourage them to think and allow them to utilise the English language.

Additionally, the data collected illustrates that 11 (36.7%) participants answered that somewhat true for Q13 (“I try not to translate word for word”), meaning that participants think critically about their message before communicating in English. Likewise, 10 (33.3%) participants responded somewhat true for Q14 (“I make summaries of information that I hear or read in English”), expressing that participants think and comprehend the information in English. These findings are reflected in Siburian et al. (2019)’s research which proves that learning English requires pupils to develop critical thinking skills for their language development.

Research Question 2: To what extent do Year 4 ESL primary school pupils use compensation language learning strategy in their language learning process?

Part B (Compensation language learning strategy)

Table 4

Part B Analysis

Valid	Never or almost not true	Generally not true of me	Somewhat true	Generally true	Always or almost true	Total
Q15: To understand unfamiliar English words, I make guesses						
Frequency	1	5	5	11	8	30
Percent	3.3	16.7	16.7	36.7	26.7	100.0
Valid Percent	3.3	16.7	16.7	36.7	26.7	100.0
Cumulative Percent	3.3	20.0	36.7	73.3	100.0	
Q16: When I can't think of a word during a conversation in English, I use gestures						

Valid	Never or almost not true	Generally not true of me	Somewhat true	Generally true	Always or almost true	Total
Frequency	4	1	15	6	4	30
Percent	13.3	3.3	50.0	20.0	13.3	100.0
Valid Percent	13.3	3.3	50.0	20.0	13.3	100.0
Cumulative Percent	13.3	16.7	66.7	86.7	100.0	
Q17: I make up new words if I do not know the right ones in English						
Frequency	5	13	5	2	5	30
Percent	16.7	43.3	16.7	6.7	16.7	100.0
Valid Percent	16.7	43.3	16.7	6.7	16.7	100.0
Cumulative Percent	16.7	60.0	76.7	83.3	100.0	
Q18: I read English without looking up every new word						
Frequency	1	3	8	7	11	30
Percent	3.3	10.0	26.7	23.3	36.7	100.0
Valid Percent	3.3	10.0	26.7	23.3	36.7	100.0
Cumulative Percent	3.3	13.3	40.0	63.3	100.0	
Q19: I try to guess what the other person will say next in English						
Frequency	8	6	8	4	4	30
Percent	26.7	20.0	26.7	13.3	13.3	100.0
Valid Percent	26.7	20.0	26.7	13.3	13.3	100.0
Cumulative Percent	26.7	46.7	73.3	86.7	100.0	

Part B has five questions for the participants to answer. Participants in Part B mainly offered responses ranging from somewhat true, generally true, to always or nearly always true to all of the questions. According to the data, only three of the five tactics utilised by respondents resulted in an average score of more than 3.00 because a large proportion of respondents said that language learning methods did not accurately describe or resemble them. Case in point for Q17 (*"I make up new words if I do not know the right ones in English"*), 13 participants (43.3%) responded generally not true of me, which stated that they do not make up new terms if they do not know the correct ones in English. Only 5 (16.7%) said it was always or almost true, whereas the same number said it was never or almost not true and somewhat true. According to 2 (6.7%) of participants, it is generally true. These findings revealed that while discovering a new language variety, most participants did not employ several of the communication or speaking tactics specified in the questionnaire.

In response to Q19 (*"I try to guess what the other person will say next in English"*), 8 (26.7%) participants said never or almost never. It is claimed here that they never attempt to predict what the other person will say next in English. The same number of respondents said it was somewhat true of me, while 6 (20%) said it was generally not true of me. 4 (13.3%) respondents said that it is generally true and always or almost true, respectively. This indicates that respondents are more comfortable opting for translation procedures in obtaining a new foreign language or interlingua (Vimalakshan & Aziz, 2021).

The data collected indicated that for Q15 (*“To understand unfamiliar English words, I make guesses”*), 11 (36.7%) participants claimed that to be generally true. According to Bai & Wang (2021), participants at the novice level have a natural tendency to transfer what they are learning into their first language. As reflected in Q16 (*“When I can’t think of a word during a conversation in English, I use gestures”*), half of the participants do not employ body signals to communicate their intentions. This occurs when they cannot even think about what to say and prefer using gestures to express their thoughts or words successfully. To compensate for their weaknesses in speaking and writing, students utilised compensatory tactics. Typical approaches included switching to their mother tongue, utilising body language, and employing synonyms (Yunus et al., 2013). Students are more comfortable utilising body language or gestures when expressing doubt about the language.

Research Question 3: To what extent do Year 4 ESL primary school pupils use social language learning strategy in their language learning process?

Part C (Social language learning strategy)

Table 5

Part C Analysis

Valid	Never or almost not true	Generally not true of me	Somewhat true	Generally true	Always or almost true	Total
Q20: If I can’t think of an English word, I use a word or phrase that means the same thing						
Frequency	7	4	10	5	4	30
Percent	23.3	13.3	33.3	16.7	13.3	100.0
Valid Percent	23.3	13.3	33.3	16.7	13.3	100.0
Cumulative Percent	23.3	36.7	70.0	86.7	100.0	
Q21: If I do not understand something in English, I ask the other person to slow down or say it again						
Frequency	3	4	6	7	10	30
Percent	10.0	13.3	20.0	23.3	33.3	100.0
Valid Percent	10.0	13.3	20.0	23.3	33.3	100.0
Cumulative Percent	10.0	23.3	43.3	66.7	100.0	
Q22: I ask English speakers to correct me when I talk						
Frequency	4	4	9	6	7	30
Percent	13.3	13.3	30.0	20.0	23.3	100.0
Valid Percent	13.1	13.3	30.0	20.0	23.3	100.0
Cumulative Percent	13.3	26.7	56.7	76.7	100.0	
Q23: I practice English with other students						
Frequency	2	5	9	7	7	30
Percent	6.7	16.7	30.0	23.3	23.3	100.0
Valid Percent	6.7	16.7	30.0	23.3	23.3	100.0
Cumulative Percent	6.7	23.3	53.3	76.7	100.0	
Q24: I ask for help from English speakers						
Frequency	3	8	5	3	11	30
Percent	10.0	26.7	16.7	10.0	36.7	100.0

Valid	Never or almost not true	Generally not true of me	Somewhat true	Generally true	Always or almost true	Total
Valid Percent	10.0	26.7	16.7	10.0	36.7	100.0
Cumulative Percent	10.0	36.7	53.3	63.3	100.0	
Q25: I ask question in English						
Frequency	1	3	14	8	4	30
Percent	3.3	10.0	46.7	26.7	13.3	100.0
Valid Percent	3.3	10.0	46.7	26.7	13.3	100.0
Cumulative Percent	3.3	13.3	60.0	86.7	100.0	
Q26: I try to learn about the culture of English speakers						
Frequency	7	5	7	2	9	30
Percent	23.3	16.7	23.3	6.7	30.0	100.0
Valid Percent	23.3	16.7	23.3	6.7	30.0	100.0
Cumulative Percent	23.3	40.0	63.3	70.0	100.0	

Part C requires participants to answer seven questions. Part C had the most responses ranging from somewhat true, generally true, to always or almost true. For each of the questions in Part C, not more than half of the participants responded to never or almost true and generally not true of me. According to the table above, most participants are more comfortable using the social language strategy for the English language learning. According to the results, 50% of participants employed the method to grasp what the other person was saying. In response to Q21 (*"If I do not understand something in English, I ask the other person to slow down or say it again"*) most participants indicate they will ask another person to slow down or repeat themselves if they do not understand anything in English. They will also seek assistance from an English speaker in response to Q24 (*"I ask for help from English speakers"*).

As for Q26 (*"I try to learn about the culture of English speakers"*), to better understand the English Language, the participants try to learn about the culture of the English speaker. 9 (30%) participants responded always or almost always true for this question. It seems that the participants agree with this question, implying that they are likewise attempting to learn about the culture of English speakers. As a result, this study found that when participants applied social language learning strategies such as inquiring, cooperating, and empathising, they were able to enhance their language learning abilities.

Even though the overall number of participants who believe strategy is similar to and accurately represents them is larger than the percentage of responses who believe strategy slows them down (Adan & Hashim, 2021). These studies revealed that if people still do not grasp what they are hearing, they are more likely to estimate the significance of what they have heard previously. The limited sample of participants who prefer to urge someone to slow down the speed while stating anything is closely connected to what (Nair et al., 2021) have emphasised that speakers should not slow down the velocity too often when speaking since it hinders learners' comprehension. The more significant percentage of the respondents who did not employ strategy movements was most likely related to the fact that they were not watchful learners.

The information on the learning techniques that participants used to practice speaking revealed that this approach had the average mean value, with 70.0% of respondents using it to practice speaking. It shows that respondents used the grammatical of the English tongue they had acquired in speaking as part of their spoken practice techniques. The emphasis is not just on precise grammatical usage, as well as on improving speaking abilities. This conclusion echoes in (Yen & Mohamad, 2021) assertion that syntactically utilising communication and being capable of communicating are two separate but equally crucial aims.

Implications and Conclusion

Overall, this study shows that cognitive learning strategies and compensation learning strategies are used to a moderately great extent while social learning strategies are used to a great extent.

Recognizing pupils' learning strategies is important for educators and language instructors to take note to develop pupils' language skills. One of the ways teachers should practise in the classroom is to provide pupils with limitless learning opportunities and accomplish pupils' full potential in language learning. The teacher must guarantee that his instruction matches the learners' unique diversity (Ji, 2021). Teachers also need to be aware of the pupils' capabilities and design activities that encourage pupils to ask questions to boost their cognitive skills in acquiring language (Dawi et al., 2021). According to Sukraini (2021), teachers must pick the best strategy and training resources for their students to motivate them to acquire the language. Adan and Hashim (2021) added that integrating suitable teaching techniques and methods in teaching and learning classroom activities and programs through cognitive, compensation, or social learning strategies will drive pupils' motivation, passion and effort to learn English.

Additionally, this study also indicated that participants identified that social learning strategies are used to a great extent in their learning. Primary ESL pupils' language learning capacities improved when using social learning strategies. ESL primary educators can plan lessons and become more aware of effective tactics for ESL primary learners to ensure successful teaching and learning processes. However, teachers need to identify and recognise pupils' learning needs and maximise their learning potential. Ruiz and Smala (2020) mentioned that teachers could break down language barriers while facilitating maximise exposure to input and output production through correct and suitable learning strategies. Teaching and learning in the classroom can also be amplified by using technology to provide pupils with unlimited learning opportunities without compromising pupils' learning strategies. Bin-Hady et al (2020) emphasised that integrating technology could boost pupils' learning strategies, support pupils' learning experience and improve the quality of teaching and learning processes. Since the English language is extensively utilised in today's world at all levels of education, learners must be able to use and speak the language both in formal situations and on a daily basis (Hashim et al., 2018). Learners must recognise their own learning styles and preferences to choose which language learning techniques are most beneficial for them. The strategies can become second nature, eventually transforming them into effective language learners.

In conclusion, the study shows that the social learning strategy is preferred as compared to the cognitive and compensation learning strategy. Primary school pupils use cognitive, and compensation learning strategies are used to a moderately great extent. This is supported by the findings and discussion section of this paper. These findings help primary school language teachers as a useful reference for teaching and learning techniques and ensure the strategies used suit learners' LLS.

References

- Abadikhah, S., Aliyan, Z., & Talebi, S. H. (2018). EFL students' attitudes towards self-regulated learning strategies in academic writing. *Issues in Educational Research*, 28(1), 1-17.
- Adan, D. A., & Hashim, H. (2021). Language learning strategies used by art school ESL learners. *Creative Education*, 12(03), 653.
- Atmowardoyo, H., Weda, S., & Sakkir, G. (2021). Learning Strategies in English Skills used by Good Language Learners in Millennial Era: A Positive Case Study in Universitas Negeri Makassar. *ELT Worldwide: Journal of English Language Teaching*, 8(1), 28-40.
- Bai, B., & Wang, J. (2021). Hong Kong secondary students' self-regulated learning strategy use and English writing: influences of motivational beliefs. *System*, 96, 102404.
- Bin-Hady, W. R. A., Al-Kadi, A., Alzubi, A. A. F., & Mahdi, H. S. (2020). Assessment of Language Learning Strategies in Technology-Enhanced Learning Environment. In *ICT-Based Assessment, Methods, and Programs in Tertiary Education* (pp. 83-99). IGI Global.
- Chanderan, V., & Hashim, H. (2022). Language Learning Strategies Used by ESL Undergraduate Students. *Creative Education*, 13(3), 768-779.
- Christensen, R. (2008). Effect of Technology Integration Education on the Attitude of Teachers and Their Students. (Doctor in Philosophy Dissertation). University of North Texas, Denton, Texas.
- Cohen, A. D., & Henry, A. (2019). Focus on the language learner: Styles, strategies and motivation 1. In *An introduction to applied linguistics* (pp. 165-189). Routledge.
- Dawi, D. A., Bua'Hilary, H., David, M., Anak, M. E., Jospa, W., Igai, W. K. A., & Hashim, H. (2021). Language Learning Strategies Used for Reading Skill by Pupils in Selected Rural Schools in Sarawak. *International Journal of Academic Research in Business and Social Sciences*, 11(6), 1379-1390.
- Dawi, D. A., & Hashim, H. (2022). Preferred Learning Strategies among Malaysian Primary ESL Learners. *Creative Education*, 13(3), 941-951.
- Ergen, G. (2021). Beliefs about language learning and language learning strategy use in an EFL context in Turkey. *International Journal of English Language & Translation Studies*, 9(1), 01-09.
- Fathiyah, H. I., Amiruddin, A. N., Khan, F., & Venzano, F. (2020). Language Learning Strategies (LLS) Used by Malaysian, Pakistani, and Italian ESL Learners: Comparing to Indonesian EFL Learners. *English Language in Focus (ELIF)*, 2(2), 87-96.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). How to design and evaluate research in education.
- Griffith, C., and Oxford, R. (2014). The twenty-first century landscape of language learning strategies: introduction to this special issue. *System* 43, 1–10. doi: 10.1016/j.system.2013.12.009
- Hashim, H. U., Yunus, M. M., & Hashim, H. (2018). Language Learning Strategies Used by Adult Learners of Teaching English as a Second Language (TESL). *TESOL International Journal*, 13(4), 39-48.

- Habok, A., & Magyar, A. (2018). The effect of language learning strategies on proficiency, attitudes and school achievement. *Frontiers in psychology, 8*, 2358.
- Jala, I. (2014). Radical revamp of Malaysia's education. The Start Online. Retrieved from <http://www.thestar.com.my/business/business-news/2014/04/14/radicalrevamp-of-education/html>
- Ji, P. W. (2021). Understanding Urban Chinese Primary School Pupils' Language Learning Strategies For Listening And Speaking.
- John, E., Rangasamy, D., Indiran, D., Rita, E., Adickalam, S. K., & Hashim, H. (2021). Language Learning Strategies Used by Form 4 Esl Learners to Develop Speaking Skills.
- Nair, V., Muniandy, M., Santhanasamy, C., Arumugam, D., Nabilah, I., & Hashim, H. (2021). Language learning strategies employed by pupils at a rural primary school in Malaysia. *International Journal of Academic Research in Business and Social Sciences, 11*.
- Nardi, P. M. (2018). Doing survey research: A guide to quantitative methods. Routledge.
- Nassaji, H. (2015). Qualitative and descriptive research: Data type versus data analysis. *Language teaching research, 19*(2), 129-132.
- Oflaz, A. (2019). The Effects of Anxiety, Shyness and Language Learning Strategies on Speaking Skills and Academic Achievement. *European Journal of Educational Research, 8*(4), 999-1011.
- Oxford, R. L. (2017). Teaching and Researching Language Learning Strategies: Self-Regulation in Context (2nd Edition). New York: Routledge.
- Ozturk, M., & Cakiroglu, U. (2021). Flipped learning design in EFL classrooms: implementing self-regulated learning strategies to develop language skills. *Smart Learning Environments, 8*(1), 1-20.
- Pawlak, M. (2021). Investigating language learning strategies: Prospects, pitfalls and challenges. *Language Teaching Research, 25*(5), 817-835.
- Pfenninger, S. E., and Singleton, D. (2017). *Beyond Age Effects in Instructional L2 Learning: Revisiting the Age Factor*. Clevedon: Multilingual Matters. doi: 10.21832/PFENNI7623
- Platsidou, M., and Kantaridou, Z. (2014). The role of attitudes and learning strategy use in predicting perceived competence in school-aged foreign language learners. *J. Lang. Lit.* 5, 253–260. doi: 10.7813/jll.2014/5-3/43
- Zarobe, R. D. Y., & Smala, S. (2020). Metacognitive awareness in language learning strategies and strategy instruction in CLIL settings. *Journal for the Psychology of Language Learning, 2*(2), 20-35.
- Santihastuti, A., & Wahjuningsih, E. (2019). The learning strategies used by EFL students in learning English. *IJEE (Indonesian Journal of English Education), 6*(1), 10-20.
- Siburian, J., Corebima, A. D., & Saptasari, M. (2019). The correlation between critical and creative thinking skills on cognitive learning results. *Eurasian Journal of Educational Research, 19*(81), 99-114.
- Sukraini, N. (2021). Influence of sex on students' language learning Strategies: A critical review. *Journal of Research on Language Education, 2*(1), 37-43.
- Vimalakshan, S., & Aziz, A. A. (2021). Investigating Language Learning Strategies Used By ESL Lower Secondary Learners from National and Vernacular School Background.
- Yen, E. L., & Mohamad, M. (2021). Spelling Mastery via Google Classroom among Year 4 Elementary School ESL Students during the COVID-19 Pandemic. *Journal of Education and e-Learning Research, 8*(2), 206-215.
- Yunus, M. M., Sulaiman, N. A., & Embi, M. A. (2013). Malaysian Gifted Students' Use of English Language Learning Strategies. *English Language Teaching, 6*(4), 97-109

Zakaria, N. Y. K., Zakaria, S. N., & Azmi, N. E. (2018). Language learning strategies used by secondary schools students in enhancing speaking skills. *Creative Education*, 9(14), 2357-2366.